

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	DeWitt Nelson High School	District Name	California Education Authority
Principal	John L. Pierce (A)	Superintendent	Glenda Pressley (A)
Street	7650 S. Newcastle Rd.	Street	4241 Willamsborough Drive
City, State, Zip	Stockton , CA 95213-9014	City, State, Zip	Sacramento, CA 95823
Phone Number	(209) 944-6168	Phone Number	(916) 262-1500
FAX Number	(209) 944-6169	FAX Number	(916) 262-1510
Web Site	www.cdcr.ca.gov	Web Site	www.cdcr.ca.gov
E-mail Address	jpierce@cya.ca.gov	E-mail Address	gpressley@cya.ca.gov
CDS Code	90-32276-3930047	SARC Contact	Jim Cripe

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

Information about the school, its programs, and its goals.

DeWitt Nelson High School (DWNHS) is the educational component of DeWitt Nelson Youth Correctional Facility (DWNYSF) that houses an all-male population of juvenile offenders remanded by the California Juvenile Court. Ranging in age between eighteen (18) and twenty-five (25) years, wards are provided with academic/vocational and treatment programs to develop skills needed to become productive citizens upon their release from incarceration.

DWNYSF currently houses approximately 423 wards, of which approximately 205 are currently enrolled in educational programs. The remaining population is comprised of wards having met GED and High School Graduation requirements. As a WASC accredited secondary school, DeWitt Nelson High School focuses on providing academic and vocational training that are aligned with California's Education Standards. In addition, wards are presented with opportunities to participate in the development of employability skills, victim awareness, finance and treatment in dealing with chemical dependency.

DWNHS's Mission Statement includes: "...commitment to provide students with a high school education; ...respect the rights and property of others; choose behaviors which promote a healthy mind and lifestyle; develop thinking skills, demonstrate pro-social behaviors, exhibit personal growth and learning through a cooperative therapeutic community.

The Mission Statement for the California Education Authority (CEA): *"The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner."*

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	John L. Pierce	Contact Person Phone Number	(209) 944-6168
As an integral component of a Correctional Institution, DWNHS students are encouraged to maintain contact with their respective family members. To promote this, wards that have met all of their high graduation and/or GED requirements are permitted to invite five family members to attend DWNHS's annual graduation ceremony. Wards are also permitted to have family visits on Saturdays and Sundays in accordance with California Rules and Regulations, Title 15. and Division of Juvenile Justice (DJJ) policy. Both a Foster Grandparent Program and M-2 program serve as surrogates for wards who do not have family contact on a regular basis.			

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	22
Grade 1	0	Grade 10	79
Grade 2	0	Grade 11	108
Grade 3	0	Grade 12	74
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	48		
Ungraded Elementary	0	Total Enrollment	331

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	119	28	Hispanic or Latino	198	47
American Indian or Alaska Native	9	2	Pacific Islander	0	0
Asian	25	5	White (Not Hispanic)	70	17
Filipino	1	1	Multiple or No Response		

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	March, 2005	Date Last Discussed with Staff	March, 2005
DeWitt Nelson High School staffs are required to check their personal alarms daily and participate in a monthly "Safety Break" as part of an on-going Health and Safety Program. In addition, education staff is mandated to follow all safety procedures relating work related to accidents. School security monitors student movement and students are under direct observation by all staff. No staff is permitted to meet with a single student, rather, a minimum of two or more students must be present. In addition to personal alarms, all classrooms are equipped with an inter-com system.			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

A school leadership committee meets monthly to review programs and issues that relate directly to the delivery of educational services to wards assigned to DeWitt Nelson High School. A dialogue between teachers and students is achieved through student participation as members of the Student Council. In addition, students are participants in WASC focus groups and have the opportunity to meet with members of the accreditation team. DeWitt's curriculum is designed to meet California State graduation standards and is enhanced to provide career and post high school educational opportunities through correspondence courses administered through Coastline Community College.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Dewitt Nelson High School was built in the late '60s, more than 40 years ago. The classrooms are positive learning environments despite needing ongoing repairs. The overall physical plant is in a deteriorated state and requires continuous maintenance to keep facilities operational. Funding for the major repairs is directly related to California's Annual allocations. Funding for needed repairs and/or replacement of major systems, e.g. sewage, electrical, classroom space, etc. has been limited to budgetary constraints for past decade or more.

Facility Conditions Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	Heating/AC, Electrical, etc., does not meet current specifications of structural integrity: due to age and minimum maintenance.
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)		X	Substandard due to age of buildings/Work Orders Submitted.
Hazardous Materials (interior and exterior)	X		
Structural Damage		X	Substandard due to age of buildings/Work Orders Submitted.
Fire Safety	X		
Electrical (interior and exterior)		X	Substandard due to age of buildings/Work Orders Submitted.
Pest/Vermin Infestation		X	On-going w/routine and limited control due proximity to County Landfill
Drinking Fountains (inside and outside)		X	Substandard due to age of buildings/Work Orders Submitted.
Restrooms		X	Substandard due to age of buildings/Work Orders Submitted.
Sewer		X	Substandard due to age of system/ Work Orders Submitted.
Playground/School Grounds		X	Riddled w/ground squirrel burrows/not under school control.
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	1	3	3	4.4	5.8	3.0	35	36	40
Mathematics		3	5	6	2.5	1.5	35	34	38
Science	4	0	3	4.3	2.5	0.7	27	25	27
History-Social Science	6	3	6	2.9	4	1.8	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	0	*	*	*	2	*	18
Mathematics	*	*	*		*		*
Science	*		*		0	*	*
History-Social Science	0	*	*	*	5	*	*

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	3	*	2	3	0	
Mathematics						
Science	3	*	0	3	*	
History-Social Science	6	*	5	6	0	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	14	13		9.47	8.24		43	43	41
Mathematics	6	4		6.6	6.6		50	51	52

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	29	29	30	7	11	9	36	11	23
10	55	43	44	32	27	26	36	27	44
11	65	64	52	49	44	38	51	44	54
12	80	79	69	63	65	57	79	65	72

California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at

<http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	0	N/A	0	10.1	11	10	26.7	25.8	27.5

Academic Performance Index (API)

Adequate Yearly Progress (AYP)

Federal Intervention Program

As an alternative school, DeWitt Nelson High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	246	160	98	5,058	3,861	3,296	1,772,417	1,830,903	1,876,927
Number of Dropouts	0	0	0	0	0	0	47,871	58,189	61,253
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	2.7	3.2	3.3
Graduation Rate	100	100	100	100	100	100	87.0	86.7	85.1

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other					14.9		25		14.4		21	

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					14.6	7			9.2	9		
Mathematics					14.8	5			13.7	3		
Science					13.0	8			17.5	4		
Social Science					17.2	5			17.2	5		

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100%
All Schools in District	95%
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	16	19	19
Teachers with Full Credential	16	19	19
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	1	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	5.3	6.3
Master's Degree plus 30 or more semester hours	15.8	9.4
Master's Degree	10.5	25.0
Bachelor's Degree plus 30 or more semester hours	36.8	43.8
Bachelor's Degree	0.0	6.3
Less than Bachelor's Degree	31.6	9.4

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	1	5	5

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teachers complete an annual Individual Training Program (ITP) form that is reviewed by the Assistant Principal and/or Principle. Teachers specifically identify areas of Professional Growth and/or academic goals that they plan to achieve during the next evaluation period. Using this instrument as well as a Classroom Observation Rubric, the evaluator (Administrator) rates individual teachers regarding each component listed in the rubric as: Improvement Needed; Satisfactory, and/or Exceeds the Expected Standard listed in their Job Description/Duty Statement for the discipline to which they have been assigned to teach.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Due to the fact that DeWitt Nelson High School is located within a state correctional facility, it is difficult to establish a Substitute Teacher list, as all candidates must comply with state hiring protocols, including security background investigations. Our current list of substitute teachers is comprised of former (retired) staff (Retired Annuitants) or Permanent Intermittent (PIs) who are usually called in to cover scheduled vacation periods for regular staff or when an individual teacher is on Sick Leave.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	1.0
Library Media Teacher (Librarian)	1.0
Psychologist	1.0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

DeWitt Nelson High School Leadership team meets regularly to review curriculum objectives, student assessment, and identify areas for staff training. DNHS has attained accreditation from the Western Association of Schools and Colleges (WASC). As a team they chair WASC Focus and Home Groups to ensure that the adopted Action Plan for the delivery of educational services is implemented. Changes such as the inclusion of technology and budget needs are discussed, providing the administration with the necessary information to meet their needs and the needs of the student population.

Professional Development

Information about the program for training the school's teachers and other professional staff.

All education personnel are afforded opportunities to participate in local, district and state professional improvement training, including annual CASAS assessment, ESEA and Special Education seminars/conferences. In addition all personnel submit an Individualized statement outlining their specific educational goals related to their specific discipline/duties.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Excellent-Current
Mathematics	Excellent-Current
Science	Excellent-Current
History-Social Science	Excellent-Current

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	We are in the process of purchasing additional instructional materials.
Mathematics	We are in the process of purchasing additional instructional materials.
Science	We are in the process of purchasing additional instructional materials.
History-Social Science	We are in the process of purchasing additional instructional materials.
Foreign Language	Not offered
Health	We do not offer a Health class at this time
Science Laboratory Equipment (grades 9-12)	We are in the process of purchasing additional instructional materials.

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	72,600	64,800
10	72,600	64,800
11	72,600	64,800
12	72,600	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	242	180 days
10	242	180 days
11	242	180 days
12	242	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

DeWitt Nelson High School's academic calendar includes a minimum day 4 times each month so teachers can attend Case Conferences with Parole Agents and Treatment Team Supervisors to review each student's overall program. Other days are shortened due to institutional security reasons. DeWitt Nelson High School averages a minimum day due to security issues of 10 or less per year.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

No data are available for this section

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
336	79	23.5

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
49	3	6.1

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment		49	66	448	69	71	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test		0.0	0.0	0.7	0.0	0.0	36.7	35.3	35.9
Average Verbal Score							494	496	499
Average Math Score							518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Currently, DeWitt Nelson High School does not offer College Preparatory classes.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

DeWitt's Vocational Program includes courses in Keyboarding, Horticulture/Landscape, Computer Electronics, Cisco Network Academy, Mill & Cabinet, Welding, Janitorial.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants		Grade 9-12 CTE Students		Grade 12 CTE Students		
To	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
2156		300	15.9/100	44	37	

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	California Education Authority ¹ District Amount	State Average For High School Districts In Same Category (ADA > 4,000)
Beginning Teacher Salary	\$49,224 – \$59,832	\$36,464
Mid-Range Teacher Salary	\$51,564 – \$62,616	\$61,925
Highest Teacher Salary	\$54,036 – \$68,928	\$77,260
Average Principal Salary	\$65,244 – \$83,292	\$109,001
Superintendent Salary	\$95,340 – \$105,108	\$158,638
Percent of Budget for Teacher Salaries	95%	38.1%
Percent of Budget for Administrative Salaries	1%	5.2%

Negotiations are in process for an enhanced pay structure for CEA teachers.

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
pending	pending	\$7007.	\$6919.

These data are incomplete and approximate. Due to departmental consolidation (CDC and CYA) complete expenditure numbers will not be available until approximately September 2006.

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Title 1/ESEA
Title 3/ELL
Carl Perkins/Part A-State Leadership

Carl Perkins/Part B-Secondary Education
Workforce Investment ACT-Adult Education, Family Literacy
Special Education/IDEA Part B
Library-Media Program
Prop 98/General Fund
Lottery-State Special Fund